

Plantersville Elementary

1668 Exodus drive
Georgetown, South Carolina 29440

Grades	PK-5 Elementary School	
Enrollment	139 Students	
Principal	Dr. Arthur Lance, Jr.	843-546-8454
Superintendent	Dr. H. Randall Dozier	843-436-7000
Board Chair	Mr. Joe M. Crosby	843-436-7000

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	8	19	73	39

IMPROVEMENT RATING

AVERAGE

ADEQUATE YEARLY PROGRESS

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Good	Excellent	Yes
2004	Good	Below Average	Yes
2005	Average	Average	Yes
2006	Good	Average	Yes

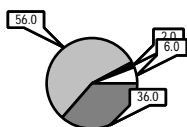
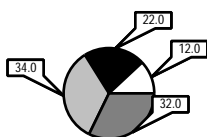
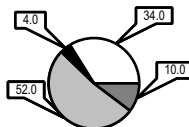
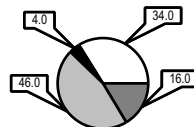
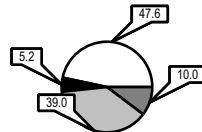
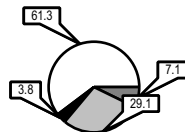
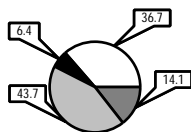
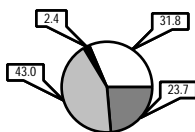
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

100.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	51	100.0	6.0	56.0	36.0	2.0	64.0	Yes	Yes
Gender									
Male	29	100.0	6.9	55.2	34.5	3.4	58.6	N/A	N/A
Female	22	100.0	4.8	57.1	38.1	0.0	71.4	N/A	N/A
Racial/Ethnic Group									
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
African American	51	100.0	6.0	56.0	36.0	2.0	64.0	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	40	100.0	5.1	48.7	43.6	2.6	71.8	N/A	N/A
Disabled	11	100.0	9.1	81.8	9.1	0.0	36.4	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	51	100.0	6.0	56.0	36.0	2.0	64.0	N/A	N/A
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	51	100.0	6.0	56.0	36.0	2.0	64.0	N/A	N/A
Socio-Economic Status									
Subsidized meals	46	100.0	6.7	57.8	33.3	2.2	62.2	Yes	Yes
Full-pay meals	5	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	51	100.0	12.0	34.0	32.0	22.0	70.0	Yes	Yes
Gender									
Male	29	100.0	17.2	41.4	24.1	17.2	65.5	N/A	N/A
Female	22	100.0	4.8	23.8	42.9	28.6	76.2	N/A	N/A
Racial/Ethnic Group									
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
African American	51	100.0	12.0	34.0	32.0	22.0	70.0	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	40	100.0	2.6	41.0	28.2	28.2	74.4	N/A	N/A
Disabled	11	100.0	45.5	9.1	45.5	0.0	54.5	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	51	100.0	12.0	34.0	32.0	22.0	70.0	N/A	N/A
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	51	100.0	12.0	34.0	32.0	22.0	70.0	N/A	N/A
Socio-Economic Status									
Subsidized meals	46	100.0	13.3	33.3	33.3	20.0	66.7	Yes	Yes
Full-pay meals	5	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	51	100.0	34.0	52.0	10.0	4.0	14.0
Gender							
Male	29	100.0	37.9	51.7	6.9	3.4	10.3
Female	22	100.0	28.6	52.4	14.3	4.8	19.0
Racial/Ethnic Group							
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	51	100.0	34.0	52.0	10.0	4.0	14.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	40	100.0	30.8	51.3	12.8	5.1	17.9
Disabled	11	100.0	45.5	54.5	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	51	100.0	34.0	52.0	10.0	4.0	14.0
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	51	100.0	34.0	52.0	10.0	4.0	14.0
Socio-Economic Status							
Subsidized meals	46	100.0	35.6	48.9	11.1	4.4	15.6
Full-pay meals	5	100.0	I/S	I/S	I/S	I/S	I/S

Social Studies							
All Students	51	100.0	34.0	46.0	16.0	4.0	20.0
Gender							
Male	29	100.0	51.7	31.0	13.8	3.4	17.2
Female	22	100.0	9.5	66.7	19.0	4.8	23.8
Racial/Ethnic Group							
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	51	100.0	34.0	46.0	16.0	4.0	20.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	40	100.0	28.2	51.3	15.4	5.1	20.5
Disabled	11	100.0	54.5	27.3	18.2	0.0	18.2
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	51	100.0	34.0	46.0	16.0	4.0	20.0
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	51	100.0	34.0	46.0	16.0	4.0	20.0
Socio-Economic Status							
Subsidized meals	46	100.0	33.3	46.7	15.6	4.4	20.0
Full-pay meals	5	100.0	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	19	100.0	5.3	47.4	42.1	5.3	47.4
	4	21	100.0	27.8	27.8	44.4	0.0	44.4
	5	19	100.0	15.8	47.4	36.8	0.0	36.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	16	100.0	0.0	62.5	31.3	6.3	37.5
	4	17	100.0	12.5	50.0	37.5	0.0	37.5
	5	18	100.0	5.6	55.6	38.9	0.0	38.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	19	100.0	21.1	47.4	26.3	5.3	31.6
	4	21	100.0	27.8	27.8	44.4	0.0	44.4
	5	19	100.0	10.5	36.8	31.6	21.1	52.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	16	100.0	0.0	31.3	68.8	0.0	68.8
	4	17	100.0	6.3	50.0	12.5	31.3	43.8
	5	18	100.0	27.8	22.2	16.7	33.3	50.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	19	100.0	36.8	31.6	31.6	0.0	31.6
	4	21	100.0	55.6	33.3	11.1	0.0	11.1
	5	19	100.0	47.4	36.8	15.8	0.0	15.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	16	100.0	18.8	62.5	6.3	12.5	18.8
	4	17	100.0	43.8	31.3	25.0	0.0	25.0
	5	18	100.0	38.9	61.1	0.0	0.0	0.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	19	100.0	31.6	42.1	10.5	15.8	26.3
	4	21	100.0	5.6	33.3	61.1	0.0	61.1
	5	19	100.0	26.3	57.9	10.5	5.3	15.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	16	100.0	18.8	56.3	18.8	6.3	25.0
	4	17	100.0	37.5	31.3	25.0	6.3	31.3
	5	18	100.0	44.4	50.0	5.6	0.0	5.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 139)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	0.8%	Down from 4.0%	3.8%	2.8%
Attendance rate	99.1%	Up from 98.3%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 1.7%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	No change	0.0%	0.0%
Eligible for gifted and talented	3.6%	Down from 5.1%	3.8%	10.4%
On academic plans	0.0%	N/AV	49.0%	33.6%
On academic probation	0.0%	N/AV	2.6%	1.0%
With disabilities other than speech	6.2%	Down from 7.6%	7.2%	7.5%
Older than usual for grade	0.0%	No change	1.5%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 12)				
Teachers with advanced degrees	66.7%	Up from 58.3%	51.4%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	13.6%	N/A	4.9%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	2.9%	0.0%
Teachers returning from previous year	86.2%	Down from 89.3%	83.2%	87.3%
Teacher attendance rate	94.5%	Up from 92.8%	94.6%	94.9%
Average teacher salary	\$42,665	Down 2.1%	\$41,360	\$42,485
Prof. development days/teacher	14.4 days	Up from 14.3 days	14.7 days	13.3 days
School				
Principal's years at school	13.0	Up from 12.0	4.0	4.0
Student-teacher ratio in core subjects	11.7 to 1	Down from 12.2 to 1	16.4 to 1	18.6 to 1
Prime instructional time	92.4%	Up from 90.5%	88.4%	89.7%
Dollars spent per pupil*	\$13,966	Down 3.2%	\$7,724	\$6,557
Percent of expenditures for teacher salaries*	49.7%	Up from 48.2%	60.6%	64.0%
Percent of expenditures for instruction*	56.5%		68.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	Up from Good	Good	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	11.3%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	7.2%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Plantersville Elementary School through the efforts of our updated School Renewal and Title I Plans and Retraining Grant continued focus on early detection and assistance and the use of scientifically research-based materials for children needing academic help at an early age. The percentage of students ready for first grade, as measured by the South Carolina Readiness Assessment (SCRA) dimensions and retention rates for 2005 validates the continued need for Extended Day program for students who need additional/or accelerated assistance. Also, in 2005 Plantersville Elementary met AYP, had an average absolute rating and was recognized for closing the achievement gap by the S.C. Department of Education for historically underachieving students.

PACT 2004 administration data indicated that 57% (third grade), 35% (fourth grade) and 12% (fifth grade) scored proficient or above in English/Language Arts and 10% (third grade), 31% (fourth grade) and 32% (fifth grade) scored proficient or above. Furthermore, our most recent administration scores in 2004-05 in ELA showed 47% (third grade), 45% (fourth grade) and 37% (fifth grade) scored proficient or above; and in math 31% (third grade), 43% (fourth grade), and 53% (fifth grade) scored proficient or above. This strongly suggests that the intense focus is working but we still need a greater effort in problem solving and critical thinking strategies for student achievement in our at-risk populations.

As indicated by surveys and PACT and MAP assessment there is a need for additional learning time for students. Extended Day and Tutorial programs are provided for our students throughout the school year. Plantersville Elementary through a S.C. READS grant has created a parenting center supported by a Title I part-time Family Literacy Facilitator and State/District funded Early Literacy Coach. These efforts have enhanced our existing curriculum and involved parents in their children's schooling. Based on all data, it is evident that sustained staff development is needed for staff and parents in scientifically research-based learning/teaching techniques, early childhood and instructional technology. Therefore, intense focus is being addressed through our School Renewal and Title I Plans, Curriculum Calibration, SC READS/SCRI reading initiatives and SC Frameworks to better prepare teachers to become more successful with their students' academic achievement.

Dr. Arthur Lance Jr., Principal
Carlton McCall

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	18	18	18
Percent satisfied with learning environment	94.4%	88.9%	100.0%
Percent satisfied with social and physical environment	88.9%	88.9%	94.4%
Percent satisfied with school-home relations	88.9%	94.4%	100.0%

*Only students at the highest elementary school grade level at this school and their parents were included.